

Syllabus for
PRM-560-OCT—Teaching the Bible
3 Credit hours
CityPlex Towers, 21st Floor
Fall 2014
NICL Cohort, August 19-22, 2014

I. COURSE DESCRIPTION

This course provides a practical exploration of the teaching and learning process as a foundation for Bible study and teaching all age levels in the church. Learning and teaching theory and process, objectives, lesson planning, and methodologies are studied and demonstrated.
Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study the teaching and learning theory and process.
- B. Comprehend the principles of teaching modeled by Jesus, the Master Teacher.
- C. Study the role of the Holy Spirit in teaching.
- D. Learn the principles of teaching and learning in relation to the various age levels and learning styles.
- E. Understand lesson preparation.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Explain the teaching and learning process.
- B. Discuss the importance of analyzing present learning and teaching style, and make recommendations for improving personal teaching to reach more students.
- C. Discuss the role of the Holy Spirit in teaching.
- D. Explain the significance of appropriately applying principles of teaching and learning in lesson development for various age levels and learning styles.
- E. Prepare, in writing, an in-depth lesson plan for a specific audience.
- F. Write good lesson aims and good discussion questions.
- G. Discuss the importance of choosing creative learning activities for communicating biblical truths.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Horne, Herman. *Jesus the Teacher*. Kregel, 1998. ISBN: 0825428599

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody, 1998. ISBN: 0802416446

2. Other

None

B. Optional Materials

1. Textbooks

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

1. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
2. Failing to meet group assignment or project requirements while claiming to have done so;
3. Failing to cite sources used in a paper;
4. Creating results for experiments, observations, interviews, or projects that were not done;
5. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

B. Graduate School of Theology and Ministry Policies and Procedures—Modular and Distance Education Program

1. The module will be held in the City Plex Towers, 21st floor, room A. Sessions are Tuesday-Friday from 8:30 a.m.-5:30 p.m. There will also be some evening sessions for required for Research and Assessment classes. Students are to make travel arrangements accordingly and confirm course location prior to arrival.
2. **Students must submit all pre-course assignments to D2L dropbox 15 days prior (August 4, 2014) to the first day of the course.** Overdue assignments will be penalized one letter grade (10 points) for each assignment.

3. Following a modular course, the student is to do the following:
 - a. Upload all post-course assignments to the D2L dropbox according to instructions given below and in class. Each overdue assignment will be penalized 10% for **EACH WEEK** it is late.
 - b. Final exams will also be administered through the D2L system if the professor does not require the exam to be proctored.
 4. Attendance
 - a. Students are to attend all sessions during the modular course week.
 - b. All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the Modular Director.**
 5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.
- C. Course Policies and Procedures
1. Evaluation Procedures
 - a. Grading:

Pre-Course Work:	
Response to Richards and Bredfelt, <i>Creative Bible Teaching</i>	15%
Lesson Plan Draft #1	15%
Jesus' Teaching Ministry	15%
Chart of teaching incidents (Luke)	
Interaction with Jesus, the teacher	
In-Course Work:	
Lesson Plans Evaluation	15%
Course participation	
Post-Course Work	
Lesson Plan Draft #2	20%
Response/Application Paper	20%
 - b. Grading scale:
 - A = 90+
 - B = 80+
 - C = 70+
 - D = 60+
 - F = 59 and below
 2. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRFT 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. WPA requirements for this course:
 - 1) All students, regardless of degree program, must submit the Teaching Presentation for PRM 560 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - 2) Failure to correctly submit designated artifacts on time to the course professor on ePortfolio will result in an Incomplete grade for the

course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

3. Pre-Course Requirements:

a. All pre-course assignments are to be uploaded into D2L dropbox fifteen days (August 4, 2014) prior to the first day of the course. All late work is subject to grade penalty. Overdue assignments will be penalized one letter grade (10 points) for each assignment.

b. **Response to Richards and Bredfelt, *Creative Bible Teaching*.**

Read the entire textbook, *Creative Bible Teaching*. On Step 2 (chs. 6-8) and Step 3 (chs. 9-12) write a response for each chapter by asking, What is the author's meaning and how will I apply this in my lesson planning and/or teaching?

c. **Lesson Plan Draft One (15%)**

The student prepares a lesson plan for a designated age group according to the attached lesson plan guide. This is the first draft and should take advantage of all relevant information that can be found in the class texts. Parts of the lesson plan will be rough, especially the lesson aims. That is to be expected. The student should do the best he/she can. The lesson plans will be evaluated together in class so that revisions can be made to strengthen the lesson plan. This will be the foundation for the post-course assignment Lesson Plan Draft Two.

Put together a complete lesson plan including the components listed below. What you turn in should be thorough enough that anyone could pick up your lesson and teach from it. You may choose any Bible passage you want as your main text, and you may choose any type of group to teach. Please TYPE the lesson plan and present in a nice packet including any needed teaching resources (visuals, etc.). The percentages reflect how much each portion is weighted in your draft two final grade. They have no bearing upon your draft one version. Include the following in your lesson plan:

- i. **Target Group (3%)** (age, gender, married, single, upper class, lower class, educated, uneducated, etc.). Define your target group. You can be specific or more general.
- ii. **Needs and developmental tasks (3%)** of the target group you have chosen. What characterizes this group? What special needs do they have? Refer to your texts as needed.
- iii. **Main Scripture Text: (2%)** You may want to type this out.
- iv. **Central Theme: (2%)** Best if narrowed down to a phrase, no more than a sentence.
- v. **Memory Verse (if applicable):** Type this out if relevant to the group you are teaching.
- vi. **Lesson Aims: (Knowing, Feeling, and Doing) (10%)** Each lesson should have three aims
- vii. **HOOK: (Approach) (10%)** For fellowship, grabbing interest, setting the theme, and creating learner readiness. Describe in detail the learning activity you plan to use here so that someone else could use your lesson plan. Have someone else read it to see if they understand and could lead the lesson from your lesson plan.

viii. **BOOK: (Explore/Discover)** (20%) What does it say and mean?

This is the cognitive section that appeals to the head. Answers the question, “What?” Describe in detail the learning activity you plan to use here so that someone else could use your lesson plan. Have someone else read it to see if they understand and could lead the lesson from your lesson plan. This should tie back to and fulfill the Knowing Aim.

ix. **LOOK: (Appropriate)** (20%) Time to personalize. What does it mean to me? Answers the question, “So What?” This is the affective section that goes after the heart. Describe in detail the learning activity you plan to use here so that someone else could use your lesson plan. Have someone else read it to see if they understand and could lead the lesson from your lesson plan. This should tie back to and fulfill the Feeling Aim.

x. **TOOK: (Assume Responsibility)** (20%) Challenge to action. What will I do about it? Answers the question, “Now What?” This is the behavior section which goes after the hands—decision for action. Describe in detail the learning activity you plan to use here so that someone else could use your lesson plan. Have someone else read it to see if they understand and could lead the lesson from your lesson plan. This should tie back to and fulfill the Doing Aim.

xi. **Lesson Plan Overview Sheet:** (10%) Create a one page lesson plan overview sheet.

d. **Jesus’ Teaching Ministry** (15%)

The student will read through the Gospel of Luke and chart the various teaching methods used by Jesus. The categories to be charted are: Scripture reference, “title” of teaching incident, teaching method, the targeted learner/s, and the learner/s’ response. The student will chart at least one incident per chapter for a total of 24.

The chart will be followed by the reading of the Horne (*Jesus the Teacher*) textbook (be sure to do chart before reading the book). Relate the book to your chart by connecting, comparing, contrasting your findings about Jesus, the teacher. Write your findings on additional pages, not on your chart itself (4-5 pages).

e. **Reading Assignments:**

Richards and Bredfelt, *Creative Bible Teaching*, Chapters 6-19
Horne, *Jesus the Teacher*, whole book for Response to Biblical Assignment.

4. In-Course Requirements

- a. Evaluate draft one of lesson plans.
- b. Course participation (discussion, writing lesson aims, writing discussion questions, lesson plan evaluations, etc.) (10%)

5. Post-Course Requirements

a. **Lesson Plan Draft Two**

Revise your lesson plan draft one as recommended in class and resubmit for a final grade. Refer again to the attached lesson plan guidelines for the structure and format of how this lesson plan should be put together.

- b. **Response/Application**
Develop a response and application to the course, peer interaction, textbooks, lectures, etc. in which you (Part A) discuss specifically how you will improve your own teaching of the Bible and (Part B) your plan for revamping or beginning an improved Christian Education (Bible Program Teaching). If you don't have a ministry context, approach the assignment as to ideas you might have. If you are an international student indicate cultural differences in your plan. Project should have 3 pages for Part A and 7 pages in Part B. Additional directions and assistance will be provided in class. You may use first person pronouns.
 - c. **Submit post-course assignments by September 12, 2014.** Overdue assignments are penalized one letter grade (10 points) for each assignment.
 - d. All post-course assignments are to be uploaded into the D2L dropbox.
6. Faculty
Dr. Kenneth Mayton
kmayton@oru.edu

VI. COURSE CALENDAR

Day	Topics
1.	The Person of the Teacher Principles of Learning Biblical/Theological Foundations
2.	Principles of Lesson Planning and Teaching
3.	Age Levels Early Childhood Children Youth Adults
4.	Learning Styles Methods Improving Bible teaching in your ministry Motivation and Evaluation

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Practical Theology

PRM 560-OCT Teaching the Bible

Dr. Kenneth Mayton, Instructor

Fall 2014

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Foundational Knowledge of OT/NT Scripture				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations	X			
Basic Methods of Biblical Interpretation				
Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.	X			
Theology and Christian Doctrines				
Exhibit a basic knowledge of the contents and methods of Christian theology		X		
History of Christianity				
Research and synthesize key movements and figures together with their significance in the history of Christianity			X	
Communication Through Preaching/Teaching				
Effectively communicate the message of Christianity through the medium of preaching or teaching.	X			
Supervised Practice in Ministry Context				
Demonstrate understanding and skills for contemporary ministry contexts.	X			